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March 5, 1928

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Next Week's Journal

OUR issue of March 12 will be a "Convention Report Number." To our old friends that is perhaps all we need to say. They are aware of the interest and significance of these yearly reviews by the Journal of Education of the national gatherings of school administrators. They look forward to learning the impressions of the Journal's editor-in-chief regarding the convention in general and its many phases in particular.

But our new friends—of whom there are not a few—may be glad of this advance notice. Naturally, with the convention right here in Boston, the Journal of Education is going to outdo itself in covering the activities.

Those who attended the Department of Superintendence meeting will appreciate having its salient features set before them in enduring form. Those who did not attend will wish to know the most important things said and done. The Journal editors will bear in mind the demands of both groups of readers, in preparing the report number.

Five Cents a Day

WE ARE using this week an editorial from the New York Times of Sunday, February 12, "Five Cents a Day," which is the most important educational series of statements that we have seen in five hundred words by any specialist in education or any other expert.

The closing sentence should be on the walls of every schoolroom, of every office in city halls, county offices, state legislatures, and Halls of Congress.

No single sentence that has been uttered or written in many a month can mean so much to America as this:—

"School expenditure increases the economic power of the country quite out of proportion to the contribution made by many other public expenditures, which the very lack of sound education makes necessary."

Current Events Medals

FOR the purpose of stimulating the study of Current Events the board of directors of the American Education Press, Inc., announces

the institution of the Charles Palmer Davis awards. To the student in any school who has the best record in the study of current events during the second semester (February to June, 1928), a bronze medal will be awarded. Charles Palmer Davis was one of the first to see the importance of acquainting school boys and school girls with the history of their own times. Mr. Davis did more than suggest that current events should be studied; he devoted the closing years of his life to making it possible for boys and girls to understand the problems of the present. These medals, given in his honor, can but further the cause upon which he labored earnestly.

It is necessary for schools which wish to offer these awards in June to make arrangements soon. Principals and superintendents who desire to secure the medals for awards in their schools should write to Educational Department, American Education Press., Inc., Columbus, Ohio.

World Essay Contest

DR. FANNIE FERN ANDREWS, secretary of American School Citizenship League, Randall J. Condon, president, announces "World Essay Contest for 1928," which will close June 15. There are two sets of prizes, of $75, $50, and $25 in each set. First, open to second-year students in Normal Schools and State Teachers Colleges. Subject, "How Teachers May Promote World Friendship." Second, open to seniors in secondary schools, "Each Nation's Contribution to the World." For information address Dr. Andrews, 405 Marlboro street, Boston.

Chester P. Hinshaw, Kokomo, is the new president of the Indiana State Association.

Ohio State Conference

THE Ohio State University, George W. Rightmire, president, presents a program of national significance in its eighth annual Ohio State Educational Conference at Columbus, April 12, 13, and 14. In addition to its general program, on which will appear Presidents Clarence C. Little of Michigan University; Glenn Frank of Wisconsin University; W. O. Thompson, president emeritus, Ohio State University; O. T. Corson and J. Paul Goode, there will be twenty-nine sectional meetings at which there will be thirty-two out-of-state speakers among whom will be Francis G. Blair, William McAndrew, Lee Driver, John J. Maddox, superintendent, St. Louis; R. L. Lyman and five others of the University of Chicago; Charles Farnsworth of Teachers College, Columbia University; John R. Clark, New York University; F. B. Knight and E. G. Blackstone of the State University of Iowa; A. T. Walker, State University of Kansas; V. A. C. Henmon and Grant M. Hyde, State University of Wisconsin, State University of Indiana; Robert W. Selvidge, University of Missouri.

Government estimates: New York, 5,970,800; Chicago, 3,103,800; Philadelphia, 2,035,900; and Detroit, 1,334,500.

Endowments of Colleges

HARVARD'S endowment is $82,000,000; Columbia, $62,000,000; Yale, $49,000,000; Chicago, $38,000,000; Massachusetts Institute of Technology, $29,000,000; Leland Stanford, $29,000,000; Duke, $27,000,000; Johns Hopkins, $24,000,000; Princeton, $17,000,000.

The productive funds of the colleges, universities, and professional schools of Massachusetts amount to $160,000,000; of New York State, $146,000,000; of Pennsylvania, $78,000,000; and of Illinois, $73,000,000.

A Professional Tragedy

WE HAVE been slow to think that teachers fail to vote. We have considered criticisms of this kind as merely the exhalations of diseased minds that must find relief therein, but the following is from a circular of a superintendent of a prominent city of fewer than 20,000 citizens in Minnesota:—

PATRIOTISM AT THE POLLS.

"It looks as though there is need for election reform to awaken people to the responsibilities that rest upon them as citizens of a democracy especially with reference to exercising the right of franchise. We do not seem to realize that we are sovereign citizens, and upon us at certain periods falls the duty of exercising our sovereign power by voting.

"This community voted, by a very small majority, bonds to the amount $200,000. One-fourth of those entitled to pass judgment on such an important question took the trouble to record their wishes in the matter in the voting booth. My reason for this statement here is that *many teachers were unable to vote because they had failed to register or even knew that such a requirement existed.* The failures of democracy have been blamed on the poor foreigner within our gates, but this last election revealed the fact that *no denser ignorance ever existed in the mind of any immigrant in regard to a public question and the necessary requirements for voting than was found right here among those who are college bred.*"

Western North Carolina

By A. E. WINSHIP

FROM various angles on several trails we have profited this season from a luck-complex which is unthinkable even to one who has enjoyed innumerable streaks of luck in travel adventure in more than sixty years of exploiting the United States.

We have talked and written more about North Carolina in recent years than about any other state in the Union, and we have known more of the creators of the glory of the state than of those who have been equally prominent in any other state, but we have known less of Western North Carolina physically than of any other state until 1927.

This experience has changed magically since early April, for we have seen more of Western North Carolina for the first time in these recent months than we have ever seen of any equal area of the United States for the first time in the same length of time.

Without planning therefor, we have had five different routings of engagements that have taken us into Western North Carolina in eight months. These engagements in the Carolinas, Georgia, Alabama, Tennessee, and Kentucky scored nearly two thousand miles of automobile travel.

One cannot know any one of these states on its mountainside until he knows them all, for each is in the nation's great playground, and they all profit from the important, socially and educationally neglected mountaineers who have a vitalized and vigorous inheritance. No one of these states would be what it is today in industrial prosperity and civic achievement but for the remarkable contribution that nature and human nature in these mountains are making.

North Carolina is the leader, not alone of the Atlantic South, but of all America as well. But this study of Western North Carolina is not intended for a glorification of the most wonderful people in America in the remaking of the South, but we cannot resist the temptation to call attention to an interesting revelation of the present characteristic of the state, which, incidentally, is characteristic of all the Piedmont belt.

Of course every one with any trace of modern scholarship knows that North Carolina is the fifth state in the Union in Federal tax record; that it pays twenty-five per cent. more Federal tax than glorious California; that there are seventeen states that, combined, pay fifteen million dollars less Federal tax than does North Carolina.

In the extreme east of the state peanuts are a large crop, in the next zone sweet potatoes have a large yield; then cotton is prominent, as indeed it is from the foothills to the sea. But hydro-electric power looms large in the income of the state, and tobacco of rare quality plays an important part in the thrift of the people.

One element of prosperity is the zeal of everyone to promote some new industry. A present demonstration of this spirit is the recent creation of a live poultry industry.

In 1923 the total shipment of live poultry was only 32,000 pounds, but in 1927 it was 4,000,000 pounds, and North Carolina has only started on its poultry raising and marketing campaign.

It has been our proud boast that education has played a vital part in all of the great achievement of the Piedmont belt, and the schools have been a vital factor in this poultry achievement.

We have seen a rural school with a school incubator capable of hatching 3,200 eggs at a time at a cost to boys and girls, housewives and farmers of two-and-a-half cents for a day-old chick. Thousands of incubators yielding hundreds of thousands of little peepers easily accounts for four million live poultry shipments.

These school boys and girls do their book school work vastly better because of their creation of an important industry. They read more intelligently, figure more accurately, spell more correctly, and use better English with voice and pen because of their business interest.

Education in the Piedmont belt creates industrial prosperity, promotes culture, and develops character, but this is aside from our main purpose in writing of Western North Carolina.

Eastern North Carolina is a theme for another time, when our routings lie along the lovely beaches, in the peanut and sweet potato fields and cotton plantations.

The real glory of North Carolina is in her institutions for higher learning, and though we took a look at the State University, the Agricultural College, the Woman's College, and the unbelievable Duke University we are in no position to do justice to these, or to the famous State Normal School farther to the east.

There are different lines of demarcation in speaking of east and west in North Carolina, but we choose in this instance to make the dividing line the wonderful group of cities from Greensboro on the north, through High Point, Lexington, Salisbury to Charlotte on the south, simply because we know that chain of cities and everything to the west of them, better than we know the rest of the state.

There is nothing more fascinating in mountain

scenery in the White Hills, in the Green Mountains, in the Adironacks, or in the Catskills than along the crest of the Smoky Mountains, and nowhere has nature been more artistically re-created for the joy of man than in this wonderland.

Lake Lure is a beautiful demonstration of what man and money can do with what the Creator has done. With all that Asheville is, with all that the Smoky Mountains are, there was nothing that was supremely attractive in this charming mountain region. There was nothing that could quite match some lake settings in the North Atlantic country. The one joy lacking was water in the landscape.

The landscape artist selected a vast area of varied mountain scenery, and created Lake Lure, as glorious a bit of glistening water as ever traced snakelike curves in and out among the winding mountains. From miles and miles on the wonderful concrete boulevards this artist made lake tracery, here a mere ribbon of water, and there an expanded lake; here canons, and there white sails; here swimmers' beaches, and there lovers' retreats. Nowhere from Moosehead to Lake George has nature made anything more captivating than can be seen from any point on this famous highway from Chimney Dome to the luxurious resort where are hotels rivaling those of Florida and Coronado for anglers and trappers who scatter wealth in search for health.

Coming down from the heights to the less pretentious charmers, where they have created more lakes for those who are creating manhood and enjoying prosperity in the making we tread lightly at the foot of Mount Mitchell lest we disturb the dreams of fortunes to be harvested when the boom of yesterday returns tomorrow.

Lake James, that James B. Duke bequeathed to the Mount Mitchell region, and the lesser lake at Marion, which has already been marketing its attractions and resources, simply await the signal for action when they will reap a ripened harvest in keeping with the spirit of the enterprising North Carolinians.

But as we said in an editorial in the issue of August 22, 1927, there is nothing there or anywhere that interests us more than the Black Bear Camp, which is the best demonstration we know of a professional spirit for the creation of manly boys and the re-creation of youthful manhood. The best school men of this wonderful state have made a camp life for vacation boys that has no companion piece so far as we know in all this land of enterprise and devotion to achievement for America's tomorrow.

Where elsewhere have the educational leaders of a state captured every acre of mountain and valley that drains into a lovely retreat, created a lake for swimming and boating, provided limitless comforts and luxuries, with electric power for light and culinary needs, with scientific sanitary provision, spending $40,000, and themselves living inspiringly with boys who are to be worthwhile men by and by.

Superintendent R. H. Latham of Winston-Salem is leader of a group of superintendents, secondary school principals, college and university men who guarantee physical improvement, cultural influence and character inspiration under unprecedented conditions.

We make no attempt even to refer to the cities we are proud to know in this wonderland of educational leaders, but we venture to speak of one week in late October with Salisbury as a centre of action. We know of no better group of cities than High Point, Lexington and Salisbury in any one neighborhood, and they are in north and south line with Greensboro to the north of them, and Charlotte to the south of them, but in that especial week we were not functioning in either Greensboro or Charlotte.

High Point, T. Wingate Andrews, superintendent, is one of the newest cities of the state, and has distanced all other cities in the speed with which it has shot upward industrially, civically and educationally. Experienced as we are in seeing cities grow, we were wholly unprepared to see this city leading the entire South in the furniture industry, even looking upon Grand Rapids as a comrade in several lines of furniture making and in some of the best lines of furniture, too. Even Grand Rapids has no exposition building for that trade equal to the one at High Point.

And educationally the pace of progress challenges national admiration. Nowhere between the seas is there a high school building, tax paid for, in a city of 20,000 people, more spacious, more artistic, more up-to-the-minute in every feature for educational functioning than is this, and if there is another public school building with as beautiful a hardwood grove as this we have yet to see it. The esteem in which Superintendent Andrews is held by his state associates is demonstrated by the fact that he is president of the State Association.

Lexington, J. H. Cowles, superintendent, a near neighbor of Salisbury, has an exceptionally rare professional personality. We know of no city with a saner educational life nor one with a more wholesome industrial development, nor any community more attractive civically and socially than is Lexington, North Carolina, and the superintendent is highly responsible for this.

Salisbury, G. B. Phillips, superintendent, is one of the rare educational centres of the United States. We know of no superintendent who knows every feature of the functioning of everything in the system better than does he. This was demonstrated in an exceptional way when

the principal of the high school, a rare man, died suddenly, and Mr. Phillips took charge of the high school and carried out every detail as planned by the principal until the close of the term. This is a sample of the expert professional efficiency of Mr. Phillips.

But Salisbury owes much to the fact that it is Rowan County which Dr. George Howard is making nationally famous. It was really Rowan County that tempted me to North Carolina that late October week, for there were three famous consolidated schools to be dedicated, and if there be one professional functioning more than another that appeals to me it is a series of occasions such as awaited me in Rowan County.

Each of these three new school plants is not only the latest word in school architecture and equipment, but each has a personality, an adaptation to the location, to the community, and to the special needs, now and hereafter, of the children and youth of that district in that county. If there is anything comparable to this anywhere we would like to see it.

The high school work is academically provided for in laboratory and library equipment. Domestic science is magnified; agriculture, horticulture, live stock raising of various kinds are promoted in every way.

Each school will reach every home in all of the districts that are consolidated. This is impossible in city schools. Each school has an auditorium comfortably seated, adequate for the entire school and for every one in the consolidated district. The teachers are specialists for their grades, and there are supervisors for the various subjects as much as in any city system.

Every boy literally functions on the home place and every girl plays her part in the home as the home-making department suggests. Every home in Rowan County is as well groomed, as attractive in garden and yard, and the live stock as well housed and cared for as any one could desire.

Not only at these dedications but on other occasions within the year we have known all sections of Rowan County, and speak thus enthusiastically from personal knowledge.

We cannot close this reference to Western North Carolina without reference to Winston-Salem, which from several angles has few rivals in the entire country. Much of this is due to the fact that it is the largest city in the state, and one of the most prosperous cities in the United States, but more from the fact that its men and women of wealth have loved the city, have believed in its future, and have given generously for the schools. Large and attractive school grounds have been given. Wonderful buildings have been provided by friends of the schools, and recently one of the citizens has provided a fund of $50,000, the income of which is to be used for the special inspiration of high school students in the promotion of culture and character.

"Put Yo' Shouldah to de Wheel"

By JAMES BALL NAYLOR

"You's dribin' 'long de muddy roads,
an' happens to git stuck:
Don't kick an' beat yo' bony mules an'
cuss erbout yo' luck;
Don't drap upon yo' knees an' pray de
Lo'd to he'p you out,
By sendin' you ol Herkyles, tremenjous big and stout.
De Lo'd an't gwine to he'p you, jes'
bekaze you whine an' kneel;
You's got to he'p yo'self—so put yo'
shouldah to de wheel!

De Winter winds am blowin' an' de
cabin it am cold,
De woodpile am exhausted—an' yo'
wife begins to scold;
De ice am freezin' thickah an' de snow
am in de sky,
De bacon an' de meal am gone—de
pickaninnies cry.
De time hab come fo' action, an' you's
got to wo'k—'r steal;
You'd better hus'le up an' put yo'
shouldah to de wheel!

You's disgusted wid de preachah, an'
de chu'ch am goin' wrong,
Dah's no sperit in de singin' an' de
sehmon am too long;
So you sets back in de cornah, an' you
grumbles an' you say:
You ain't a-gwin to go to ch'ch bekaze
it doesn't pay.
But you'd be su'prised, I tell you, how
much bettah you'd feel—
'F you'd only he'p de bredern, wid yo'
shouldah to de wheel!

I's foun' it mos'ly dis way, while
trav'lin' froo de lan';
'F you wants a t'ing accomplished—
you must len' a helpin' han';
De Lo'd won't place yo vittles ready-
cooked upon de she'f—
An' de meat-bar'l w'en it's empty isn't
gwine to fill itse'f;
Though yo' toes be in de ashes—'tisn't
gwine to wa'm yo' heel.
You's got to bow yo' back—an' put yo'
shouldah to de wheel!

Belding's Page

CRUELTY

MODERN schoolrooms are generally believed to be free from the cruelty which once characterized a good many of them. But cruelty does persist. It may be more refined than in the past. It is none the less real and painful.

Foremost exemplar of cruelty in the modern classroom is the teacher whose special regard for a few "pets" is balanced by a marked antipathy toward other pupils who, for one reason or another, have fallen under the ban. The mean things which are sometimes said and done by a teacher of emotional type to the disliked members of a class are a cause of many a broken heart, many a discouraged child, many a career ruined by loss of self-confidence. No one can be so contemptibly mean as a teacher who wants to be. Such a teacher may have many redeeming qualities, but without charity is sounding brass and a tinkling cymbal.

A second form of cruelty—painful even though unintentional—is the arbitrary and burdensome lesson assignment. Maybe it is an arithmetic lesson containing a lot of examples which the teacher has not tried out. Maybe it is an attempt to make up for lost time—the class has fallen behind the prepared schedule, possibly through the teacher's own fault, and must catch up. Maybe it is some notebook project. Recently a male teacher of an eighth grade had his pupils gather data on slavery. Not satisfied with the number of pictures they were interspersing in their notebooks, he demanded fifty illustrations from each pupil. One child cut up three history textbooks in order to meet this requirement. The parent of another child sent word that the task was impossible; wouldn't the teacher like to hunt up fifty pictures of Noah's ark in the newspapers—the place where he sent his pupils to find pictures depicting slavery?

Speaking of slavery—what could be worse than the kind which an inconsiderate teacher may impose upon a class, even in this age of enlightenment and freedom?

FOREIGN STUDENTS

AMONG the ties that are knitting the nations more closely together in these days is the exchange of students between countries. It is a good thing for any group of students to have in its midst a number of persons representing foreign lands, customs and points of view. Education has little to lose and much to gain from being cosmopolitan. The undergraduates of today are to become the leaders of thought tomorrow. What they can learn at first hand from foreign students will have beneficent effects upon international relations in years to come.

Even greater, perhaps, is the influence of this student exchange upon the youth who resides in an alien country for a term of years, after which he returns to his own people with reliable knowledge of the nation and people he has visited.

As Americans we owe it to our country to see that foreign students among us obtain correct impressions of us. To this end we should take some pains, if need be, to get acquainted with them and to let them have intimate glimpses of our civilization.

REACHING THE INDIVIDUAL

A TEACHER who had worried a good deal about the general backwardness and lack of studiousness and ambition of one of her boy pupils suddenly ceased to be anxious when she discovered, accidentally, that the lad was spending all his spare moments outside of school in reading books on chemistry and electricity, and in rigging up apparatus to illustrate what he had read.

Another teacher, dealing with another boy, was greatly discouraged until she learned, from his mother, that he was interested in writing and acting little plays at home. After that the teacher gave him a part in a playlet which the class was preparing, and soon had him ready to do her bidding in any other field of effort.

Mass education, directed at the average child, passes over the heads and around some who are not poured in the common mould. It pays the teacher to become personally acquainted with every pupil. Especially is this true with regard to those pupils who do not appear to get along as well as they should.

Such pupils are often kept after school to make up their work or to write some lesson over a score of times. Suppose the teacher were to engage in a heart-to-heart talk with each pupil in turn, finding out what his or her interests are, and what their home environment. Would not the time be well invested?

Anson W. Belding

Associate Editor.

How Schools Can Fight Diphtheria

An Interview with Professor Turner of Massachusetts Institute of Technology.

By GENEVIEVE FOX

"IT SEEMS highly probable that diphtheria can be made so rare that every case will be investigated and receive as much attention as a case of smallpox does today." This is the opinion of Professor Clair E. Turner of Massachusetts Institute of Technology. He feels that the battle cry "No Diphtheria by 1930"—adopted as a slogan for many diphtheria prevention campaigns—may be as prophetic as it is stimulating. It is only a few years since people began definitely to wage war on diphtheria, and already we are seeing important results. The experience of these years has proved that it is now possible to drive diphtheria from an entire community by the immunization of all children with toxin-antitoxin.

In Auburn, New York, where the diphtheria death rate was 38.4 before toxin-antitoxin was given there have been no deaths from this dreaded disease for three years. Syracuse has lowered its diphtheria death rate from 45.6 to 2.6, and San Joaquin County, California, from 51.0 to 1.0. These figures speak for themselves.

Professor Turner is chairman of a committee appointed last year by the School Health Bureau of the Metropolitan Life Insurance Company to make a study of diphtheria prevention programs in the schools. This survey was undertaken because the prevention of the spread of diphtheria is one of the greatest problems of school health. It was undertaken to answer the following questions:—

Are the schools and school authorities doing their part in immunization program?

Are there some communities still unaware of the possibilities of diphtheria immunization campaigns in schools?

What are the chief obstacles to the success of diphtheria prevention programs?

What are the reasons for outstanding results in certain communities?

The findings of this committee show that the campaign to eliminate diphtheria by 1930 has awakened and quickened widespread interest. One hundred and eighty cities and towns from twenty different states responded to the request for information about their campaigns. The state making the best showing was Massachusetts. Seventy-two cities and towns from this state reported successful campaigns. Next in line came Michigan, from which thirty-six reports were received. Much enthusiasm was evident in some of the replies. "I feel that if we can keep out one case of diphtheria, we have been more than repaid for our trouble," was the fervent comment of one superintendent of schools. "I hope that in time the children will bring their immunization certificates with them just as they now do their vaccination certificates," wrote another.

A program for school diphtheria immunization campaigns and suggestions how best to deal with some of the problems involved has been prepared based on the results of this study. Information concerning it can be secured from the Metropolitan Life Insurance Company, 1 Madison avenue, New York City. As Professor Turner puts it: "The moral of this report is obvious—what the schools in these cities have done other schools can do."

Some of the essentials of a good diphtheria prevention program are:—

"Complete co-operation between the School Department and the Health Department.

"An educational campaign preceding it which reaches all the parents in the community through the newspapers, talks by doctors and health officers, visits to homes by public distribution of pamphlets.

"The keeping of permanent records of all children immunized.

"The chief obstacles to a successful program are—lack of understanding on the part of parents and fear on the part of the children."

With all the available forces in the community behind the campaign few obstacles can arise to upset the program. These forces are lined up by reaching every section and every group in the city and making people understand thoroughly how simple and safe is diphtheria prevention by means of toxin-antitoxin treatment. "Parents did not understand well enough to co-operate." "More education of parents needed to get their support." "We did not make a great success of our campaign because we failed on the publicity." These were the most frequent reasons given for campaigns that did not go well.

One of the most successful diphtheria prevention programs conducted in the schools last year was in a town where the interests of every group were mobilized. The Health Department, the School Department, the Lions, the Rotarians, the Boy Scouts, all participated. And the local newspaper featured every step of the campaign.

Overcoming the children's fears is another major problem. Care has to be taken in picking the first child to be treated. If he is not afraid the others will be much less likely to make a fuss. Sometimes the presence of the parent upsets the child,

especially if the parent in the case cannot understand English, and doesn't know what it's all about. Usually a little friendliness and playfulness from the doctors and nurses "does the trick." Sometimes children will refuse to come for a second treatment because the first treatment made their arms sore. This calls for a little individual work on the part of the school nurse or teacher, or both. The school nurse and the district nurse have exceedingly important roles to play in educating parents and children. To their personality, tact, and hard work many a campaign has owed its success.

"What age groups should be included?" is one of the questions raised by this study. Professor Turner found it to be the general practice to include the entire school population in starting the work, then gradually to bring in the pre-school children. Although this study was limited to school children, it is clear that an effective diphtheria prevention campaign must reach every child of pre-school age and reach him early. We cannot expect to eliminate diphtheria until this is accomplished. It is when the child is between the ages of nine months and five years that he is most likely to contract diphtheria. At this period deaths from this disease are most frequent. The child is then at the most favorable age to receive treatment. "Have the baby immunized against diphtheria before his first birthday"—should be a health slogan in every community and the school campaign should send this message home to every family.

Immunizing school children of all ages has its influence on the home. The younger children are brought in for treatments and parents are educated regarding the harmlessness and effectiveness of toxin-antitoxin. It remains for those who are furthering the work of diphtheria extermination to broadcast the importance of work with pre-school children. Then, and not until then, will progress be rapid toward the goal of "No Diphtheria by 1930." In bringing the country to this goal the schools can play a tremendous part.

The American College

By ROBERT J. LEONARD
Teachers College, New York

THE American college is the pioneer educational organization in this country. It came into being as a result of the devoted efforts of God-fearing men in the American colonies who early saw the necessity of education for the ministry and for the Christianization of the Indians. Its purposes and influences from that time until now have been directed toward the attainment of broad culture and idealism. Those who think that the American college as an institution will be supplanted by junior colleges or professional schools fail utterly to realize how firmly it is entrenched in the affections of the people and how useful it has been in the enrichment of culture.

The primary function of the American college is teaching. The improvement of instruction is the most important problem which it has to face. Four suggestions are made:—

First: Let the colleges definitely recognize good teaching as a conscious objective. Good teaching is not now recognized as a conscious objective as indicated both by the absence of extensive literature on the subject and by the failure to reward good teaching in terms of promotion. Promotion comes now at the point of competition or with the completion of research work.

Second: The colleges should organize provisions for the education of college teachers. There are no college teachers definitely educated for their work. In spite of this some are very successful due to a natural aptitude or by trial and error. College instructors for the most part are graduates of graduate schools and are educated either for administrative work or for research work. The present education of those who go into college fields may be characterized by a high degree of concentration upon a narrow field of subject-matter for a number of years of intensive research in the subject during which values associated with scholarship rather than with individuals become dominant. In the education of individuals for college teaching positions the emphasis should be upon the general exploration of wide areas of the subject to be taught with particular stress upon knowledge in outline, and sources, and continued emphasis upon the application of the subject itself to the cultural life of college students.

Third: Lighten the load of college teachers. Three hours of teaching per day seems now to be regarded as the minimum, but it is utterly impossible for the average teacher to engage in creative instruction for three hours a day for five days a week. The university schedule of six or eight hours should be regarded as the maximum.

Fourth: Accrediting agencies should be scrapped. They have served a useful purpose during the past thirty years, but now are fastening our attention upon mechanical or physical facilities rather than upon educational considerations. They should be replaced by two agencies—commissions to apprise the public at large of institutions which exploit their students, and committees to foster experimentation and curriculum research.

—Address.

Five Cents a Day

Expenditures for public schools, as reported by the Department of Commerce, seem large in the aggregate, but when they are reduced to the daily amount for each individual, even in the cities where the cost is relatively higher, the general average is less than five cents a day.

At a price of a street-car fare these cities provide the instruction without which a republic can hardly hope to endure or a democracy to function. It might be reckoned as a form of insurance which a civilized nation maintains for its own collective protection.

And it is of interest to note that what is spent yearly for this purpose is approximately what is paid yearly by individuals in life insurance premiums; for the total expenditure in 1924 for public elementary and secondary schools was 87.32 per cent. of the amount paid for insurance in that same year, though in the State of New York it was only 64.23 per cent.

If five cents per capita per diem seems a smallish outlay even for so essential a purpose as paying what Mr. H. A. L. Fisher, president of the English Board of Education, called "the eternal debt of maturity to childhood," it seems even smaller when the total is shown to be only a **little more than one-half of one per cent. of the economic resources or tangible wealth of the states—or three-quarters of one per cent., if all schools, public and private, are included—less than four per cent. of the total yearly income and only 11.19 per cent. of the accumulated savings deposits for all the states.**

Another comparison, based upon estimates made by the National Education Association (in 1924), shows that the total expenditure for public elementary and secondary schools is but 32.94 per cent. of the amount spent in the same year for "certain luxuries"—these luxuries being "soft drinks and ice cream, theatres, candy, chewing gum, tobacco, jewelry, perfumes and cosmetics."

This is not to say that because the school expenditures are so small a part of the total, tangible wealth and current income, or even much less than expenditures for "luxuries," they are in every case justified; but the statistics do permit the broad generalization that the material resources of the nation as a whole—whatever may be true of certain areas—can easily provide for the present outlay, or even a larger one if efficiency requires.

Moreover, it is demonstrable that **school expenditure increases the economic power of the country quite out of proportion to the contribution made by many other public expenditures, which the very lack of sound education makes necessary.**—New York Times.

Does Research Pay?

By METROPOLITAN LIFE INSURANCE COMPANY
New York City

ABOUT five years ago in New England a live and representative group of business men in non-competing lines organized among themselves a research association. Eleven companies comprised the group, which included a machine tool builder, a publishing house, a chain cotton mill owner, a tanner, a textile machinery house, a rubber goods manufacturer, and several others. The annual value of their combined products totals more than one hundred and fifty millions of dollars. They pool business information and exchange intimate facts about their methods and costs. They are candid about their errors and shortcomings. Their staff members compare notes with one another, they make rounds of inspection of one another's places of work. Profitable ideas come from facts in the possession of the team members which are assembled for the common good. An irrefutable illustration of the value of this research plan is found in the experiences of two members who, after a report of one sub-committee on internal transportation problems, effected a saving of $35,000 a year in each case.

There can hardly be found a stronger argument for organized fact-finding, co-operating for new knowledge and mutual help in its application.

This interesting research experience was described by Meyer Bloomfield, consultant of the Policyholders Service Bureau of the Metropolitan Life Insurance Company, at the annual dinner of the Attleboro, Massachusetts, Chamber of Commerce. During his talk Mr. Bloomfield defined research as the most vital word in our language, representing the most dynamic of all organization and economic functions. Research in business is another application of the modern idea of keeping individuals and communities well as practiced by many of today's leading physicians, who are devoting their services to prolonging the lives of the healthy as well as treating the ailing.

It has been the mistaken conviction of many smaller manufacturers that research is a luxury and an overhead that undoubtedly did some good for large corporations that could stand the expense. The dramatic research work and accomplishments of large concerns has somewhat tended to obscure the fact that science and the methods of science are the most democratic of all human instrumentalities, asking only to be used. A tremendous amount of data on an almost inconceivable variety of subjects is available, and it only remains for the individual, whether a small or large concern, to assimilate it and apply it to specific problems.

The value of research in the conduct of business is emphasized when one considers that today three types of business strategy are receiving the greatest attention. They are: The strategy of location; the strategy of unique product, such as that based upon a patent; the strategy of utility and quality.

It is the last of these that is arousing the interest of practically all intelligent business men in the face of present-day competition. To successfully meet the challenge of business strategy calls, obviously, for good management, which may be summarized by the following characteristics: Foresight, that is, seeing the problem ahead; planning, that is, charting an appropriate course of action; control, the direction of the planned course to the desired end.

The achievement of these three characteristics of good management and making them spell business success, calls for definite knowledge based upon facts. Business men must substitute foresight for hunch, information for opinion, knowledge for gossip and hard, cold facts for tradition.

Are You Trying to Climb?

Are you trying to climb where the chosen are,
Where the feet of men are few?
Do you long for "a job that is worth one's while"?
Well, here's a thought for you.
The pots of gold at the rainbow's end
Are sought by the teeming mob,
But the fairies who guard them choose as friend
The man that loves his job.

It isn't the kick, it's not the pull,
That brings the strong man out;
But it's long time work, and it's all time will,
And the cheerful heart and shout.
Have you faith in yourself? Do you want to win?
Is your heart for success athrob?
There's just one thing that can bring you in
With the winners—love your job.

—The Country Teacher.

What Constitutes a True Teacher?

By EUGENE BERTRAM WILLARD
Chelsea, Massachusetts

THE one thing of vital importance—that each teacher may live his and her life and do his and her work. The teacher has the sacred right to be herself—her greatest and best pedagogic self; and neither friend nor circumstance must interfere. The true teacher will look out upon life, not from below, but from above, and will continually take higher ground.

The teacher whose heart and soul is in teaching does not seek ease or comfort, or for the seas where the storms are forever absent; but seeks diligently for the power to still the storms, and the wisdom to build more nobly all the mansions of the pedagogic life, and the understanding to cause one's professional career to be whatsoever the soul may desire.

The true teacher does not ask that every obstacle or difficulty upon the pedagogic path be removed, nor pray to the Almighty to take the bitter cup away; but prays for the power to transform all bitterness into blessedness and joy—and power to remove every obstacle, transcend every difficulty—master and overcome to the uttermost, and triumph gloriously.

The true teacher combines power with love—force and determination with sympathy for all that lives—faith with actual knowledge and practical application. Such a mind is powerful and kind; tender in heart, a giant in soul. Such a mind does not grieve over loss or weakness, but lives and works to give strength to the weak, freedom to those who are in bondage, peace to those who are in pain; and seeks to reveal the pedagogic law through which all loss may be restored a hundred fold and more.

The true teacher is ever gentle and serene, forceful and invincible in principle—forgiving in thought and deed, with no resentment or condemnation whatever. The true teacher is never confined to the rules or restrictions of the lesser knowledge of the past; does not worship the sacredness of the past, but lives to make all life sacred and wonderful in and out of the classroom. The true teacher has the power and the privilege to do anything according to principle, and cause only the greatest good to follow. The true teacher appreciates the most excellent time and place for every thought, action, and expression; and seeks to further all expression for the greatest good and according to a higher and higher pedagogic understanding. The true teacher is not in bondage to sadness nor any condition pertaining thereto. The true teacher can partake with soul and spirit in all the joys of life outside of the school, but always fully prepared to exchange the lesser for the greater; and with every problem, condition or experience lives perpetually in the smile of the Almighty.

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Name.....

Address.....

The Farmer's Best Crop

By DR. FRANK P. GRAVES
New York Commissioner of Education
[Address before New York State Grange.]

AGRICULTURE is the art of cultivating the soil to produce material for feeding and clothing the human race. "The first farmer was the first man," says Ralph Waldo Emerson, "and all historic nobility rests on the possession and use of land." Agriculture is also the most widely practiced of all vocations. It was the great Webster who declared: "When tillage begins, other arts follow. The farmers, therefore, are the founders of civilization."

If it is true that agriculture gives us our daily bread and that, lacking sustenance, we die, there is likewise Scriptural authority for holding that "men cannot live by bread alone" and that "without vision the people perish."

Farming can never flourish and advance without the help of schools, and school training will never permanently succeed unless the farmers are interested in it and earnestly support it. This is peculiarly true of the education of the farm boy and girl who have proved to be the backbone of our nation. The children of the farm have always been the farmer's best crop, and demand the farmer's chief attention. The rural school problem has not been so pressing until recently because but few schools and fewer teachers in our country were properly developed until a generation ago. The country boy and girl should now receive "a square deal." The farmer's best crop must not be allowed to fail. It is almost criminal that those who have been American by birth for many generations and fitted by their very manner of life to furnish the qualities of most value to our country should be overlooked, while the children of foreigners who have but recently come to America and settled in the city are given a most elaborate and effective education from the kindergarten through the college, free of all charge. We would not for one moment cease to welcome to our shores the people from other lands and train their children with ungrudging expenditures, but shall we meanwhile hesitate to do our utmost for the education of our own flesh and blood? Shall we lavish time and money upon the limited returns from foreign soil and fail to cultivate the rich and abundant crops in our own fertile acres?

The magnitude of the work in New York is little comprehended. There are no less than two million pupils in the schools of the state located in ten thousand districts and taught by seventy thousand teachers. Four hundred thousand of these young people, or about one-fifth of the entire number, are in rural or semi-rural districts. To enable all the children of the state to obtain a proper training we now have a total school bill each year of nearly $300,000,000, and of this amount almost one-fifth is spent for schools outside the larger centres.

During the past seven years especially the farmer has been undergoing a financial struggle that might well have blanched the cheek of even the bravest man. When all the rest of the nation was prospering he has seen his income relatively diminishing, and he has found it hard to pay for the sternest necessities.

What little the rural districts do possess is often not equitably distributed. Because school taxes are largely determined by corporate property, and districts that do not have within their borders industrial plants, railroads, trolley lines, telegraph or telephone lines, water mains, gas mains and pipe lines—largely because the districts next to them do—are thereby penalized through no fault of their own, and are obliged to pay much more for exactly the same school facilities. This is not a square deal. It is completely un-American. The wealth of the state must educate the children of the state. The more favored districts must help the poorer by distributing the taxes over a wider area. We need a larger local school unit, that all may share as equitably as possible in the taxes which come from the corporate property of the state, and in order that we may have high schools for many rural boys and girls who do not now have them. These public utilities do not belong merely to the district in which they happen to be located. They belong to all, and all should share in their benefits.

Most of the books we read are like the rain water that fell last night. It is a superficial matter and it soon runs off. But the literature of creative spiritual power is a whole sea—the accumulated spiritual gains of the ages—and to know it and love it, to go down beside it and dip into it, to feel its vast expanse, the currents that run through it and the tides that lift it, are among the choicest and more rewarding privileges that man can enjoy.

—Harry Emerson Fosdick.

The New Trend in History

By THOMAS CHALMERS
Professor of History, Boston University

AMERICAN historians have told the story of their country in a highly sober fashion. Is it because most of our early historians who set the fashion were New Englanders of the old school? Or is it because our fathers were an extraordinarily exemplary and conventional type? One of these hypotheses must be true, for never in the history of mankind did a great nation rise to greatness with such uniform social propriety, under leaders so free of scandal and irregularity. Perhaps the singular cleanness of American history is due to both these causes. Our New England type of historians showed a distaste for scandal, and it was comparatively easy to avoid retailing it, because there was less material of that sort to handle.

A stubborn reaction, however, seems to have set in, and the American reading public shows a rampant, defiant determination to encourage it. In both biography and history the reader wants the whole story with ample documentation of dirt and deviltry. What is the matter with the reading public? Nothing but the desire to know. It is conscious of its own powers of intelligence, analysis, and discrimination. It exercises these powers on all the books it reads. It laughs, approves, rejects, sneers as it reads, skips some pages and chapters with a glance, re-reads, vivifies, ponders, wallows in others. The American reader suspects that the older historians have been looking out for his morals. He resents it. She resents it. Ought they to resent it? That is not the question. They do. They will look after their own morals. The historian, the biographer of today is on the stand. The American reader swears him: "Raise your right hand. Do you solemnly swear that you will tell the truth, the whole truth, and nothing but the truth, so help you, God?" The historian who hesitates is condemned.

So why this sudden interest in filth? Is it a new development of pruriency—a taste for the unclean? No. It is because the reader suspects that secrets are being hidden from him. He hears whispering behind the door. He is grown up now. He is no fool. He has seen the world. He knows men. He knows women. He resents the whispering. "Paint me as I am—warts and all," said Cromwell, rebuking the artist. Paint them as they are. This state of mind in the reading public is tempting a few writers too far.

"In School From Three to Eighty"

ISAAC FREEMAN HALL, North Adams, Massachusetts, a native of Cape Cod, a graduate of Bridgewater State Normal School, 1864; Dartmouth College, 1874; superintendent of schools in North Adams, 1895 to 1917, and of several other Massachusetts near cities, and one of the best known and successful schoolmen in Massachusetts for more than fifty years, has published the story of his experiences and observations.

No one else has given the same kind of story of education in action in Massachusetts, as a student in country schools, in a State Normal School, in a College Preparatory Academy, and in Dartmouth College, and as a teacher, principal, city superintendent, and educational lecturer.

Nowhere else is there the same brief pen picture of many educational leaders in New England for sixty years as Mr. Hall has given in these two hundred and fifty-six pages.

The book should be in every school library and public library in New England, and wherever students of education are likely to forage for educational historical settings. The personal friends of Mr. Hall will all have this memorial volume.

"You can lead a horse to water,
But you cannot make him drink.
You can send your boy to college,
But you cannot make him think.
You can make him kneel in worship,
But you cannot make him pray.
You can make his home attractive,
But you cannot make him stay."

JUNE 18 — JULY 27

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For Bulletin address Director of SUMMER SESSION
OREGON STATE AGRICULTURAL COLLEGE
Corvallis, Oregon

Personal and Professional

ARCHIBALD COOLIDGE, one of the noblest men on the Harvard faculty, whose recent death deprived the university of the most effective and devoted of her servants, and the country of one of its most eminent men.

Speaking of the great loss to the university Roger B. Merriam wrote for the Boston Transcript the following paragraph: "Coming back to the University in the autumn of 1893, after six years of travel, study, and diplomatic service in Europe, he threw himself whole heartedly into the work of the Harvard History Department; he was also a prominent member of the Administrative Board, member and then chairman of the athletic committee, and a ubiquitous power for good in the social life of the place. As the years went by, he became increasingly interested in the growth and development of the University Library, and it is chiefly to his tireless energy, generosity and foresight that Harvard owes her recognized primacy in this respect today. He devoted his special knowledge and qualifications to the service of his country during and after the World War. He had, above all, a marvelous faculty for discovering the good—the many different kinds of good—in every man he met, and emphasizing and capitalizing it to the utmost; of their faults he was also abundantly conscious, for he was an excellent judge of character; but he often affected to ignore them, for he followed the principle that by steadily developing the strong points, the weaker ones may be made to disappear. His loss is irreparable; but the memory of his life will endure as an abiding inspiration to the hosts of friends and followers he has left behind."

PRESIDENT WILLIAM J. KERR, State Agricultural College, Corvallis, Oregon, for the past twenty years, was honored by a reception attended by seven hundred citizens of the city and state. All faculty members, the regents, and public-spirited men and women especially were present. Dr. Kerr's administration at Corvallis has been one of the notable successes in college administration in the country. He is probably the dean of college and university presidents of the Pacific Northwest. His leadership has been distinguished for the raising of scholastic standards, for the broadening of range of courses, and for service to the state agriculturally and industrially.

T. WINGATE ANDREWS, superintendent, High Point, North Carolina, has promoted the building of a high school in several respects of surpassing interest. It is in a grove of hardy trees, such as we have never known high school students to enjoy. This grove is in a school lot of more than fifty acres. The building fits the situation wonderfully; indeed, we have seen nothing quite so unique.

At the dedication Mr. Andrews had a remarkable address from which we quote:—

"What does this building mean to you? Nothing at all important, unless its foundation, laid deep in living rock and solid concrete, suggests that TRUTH is the only foundation on which you can build an enduring life.

"What does this building mean to you? Nothing at all, unless its superstructure, over-arched and under-girded with steel, teaches you that Character, and Character alone, will hold your life together and enable you to stand 'four-square to all the winds that blow.'

"What does this building mean to you? Nothing at all important, unless its interior, beautiful and immaculate as it is, persuades you to keep free from all stain the white-walled corridors of your own heart.

"What does this building mean to you? Nothing at all important, unless its symmetrical whole, revealing the clear purpose of those who conceived and built it, reminds you that a noble purpose, nobly executed, and this alone, will make your life both beautiful and useful."

L. L. CALDWELL, superintendent, Hammond, Indiana, continues to hold place in leadership in doing important new things in ways that are as sane as they are modern. He makes the best use of the public library, of local industries, of civic functions, of local traditions, and everything that promises to be inspiring to students.

MISS CATHERINE C. LUX, head of the art department of Van Nuys high school, Los Angeles, is given a two-column praiseful article in one of the leading daily papers of Los Angeles under the across-the-page heading, "Art Students Win Prizes."

At Philadelphia meeting of the N. E. A. in 1926 in the famous movie picture pageant of Los Angeles the Van Nuys float led all others in spontaneous demonstration. This float won first prize in the Los Angeles Carnival.

Miss Lux made her first national reputation in Omaha in the administration of Dr. William M. Davidson. She established twenty-two art manual classes in the public schools of the city. This success gave her a "call" to the Kansas State Teachers College at Pittsburg.

CHARLES K. EDMUNDS, the new president of Pomona College, Claremont, California, was provost of Johns Hopkins University until, on leave of absence, he was director of Canton Christian College of China after it became Lingnan University. He will bring to Pomona a wise leadership with an important Pacific Coast vision.

The Wherefore of Colleges

By ERNEST M. HOPKINS
President of Dartmouth

AN INSTITUTION might be the greatest agency the world has ever known for developing physical vigor and stalwartness of physique, and yet not be a college. An institution might be the greatest stimulus imaginable to distinctive athletic achievement and yet not be a good college. An institution might be an unprecedentedly effective finishing-school, whose men would know all that good form required, all that was demanded from courtesy, and would have moreover all other qualities that would go with attractive personalities, and yet not be a good college. Even more important, an institution might be the greatest incentive to the development of pious motives within the minds of men, and yet not be a good college.

All of these are desirable by-products of the college relationship, but no one of them singly, nor all of them together, are as consequential to making a college good as the development of mentality to a point where it can seize upon the best that has been acquired in the field of knowledge in ages past, and utilizing this as data, can project itself intelligently and purposefully into the unconquered realms where new knowledge may be found.

I wish to file my complete dissent to the proposition that the value of the American college is to be fairly judged on the basis of whether it enhances the prosperity of the country or not. I wish to dispute categorically the theory that it is the function of the college to make business successful. I am not convinced that the college has anything to do with the current aspirations that prosperity shall become our sole objective as a people. These are all desirable conditions for mankind, but they are not primarily the concern of the college. The concern of the college is, first, more and better thinking; that mental processes shall be disinterested, that they shall be true, and that they shall contribute to the ennoblement of man's soul as well as to the indulgence of his body. It is no rare thing in life to see comfort destroy power.

I do not contend that material welfare and an abundance of comfort are incompatible with culture. The fact ought to be quite the contrary. Given the instinct for culture it can be afforded in much larger dimensions and in greater variety in the home where there is a liberal economic margin. Nevertheless, I think that it has to be conceded that the material prosperity of the United States has not yet been accompanied by any corresponding development in the cultural field. I think further that it will have to be conceded that the citizens of this republic are much more amply provided with bodily comforts than with refinements of the soul.

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By

HERBERT H. FOSTER, PH. D.

Professor of Education in Beloit College

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If indictment is to be made of the American college, and many indictments can be made, they are more logical in regard to its cultural influence than in regard to its economic.

It is the responsibility of education to scan the far horizon; it is the obligation of education, if need be, to undergo attack, to accept contempt and to endure derision from contemporaries who are more interested in maintaining their own opinions than they are in knowing what is really so. It is the function of education, when error is found, to denounce it; it is the privilege of education, when truth is found, to proclaim it.—*From an address before the University Club, Boston.*

Commissioner Tigert reports that the total endowment of all American universities, colleges and professional schools is less than $815,000,000. This is approximately the same amount that it is proposed to expend on the United States Navy in the next five years. As much for the Navy in one appropriation as has accumulated for higher education in three hundred years.

Julius H. Barnes of Minneapolis, ex-president of the United States Chamber of Commerce, says: "Quality will solve the industrial problems of the future, and quality is the heritage of New England."

School Problems

Edited by a School Executive

82. Why don't schools give courses in culture in behavior? (Illinois.)

I think a course in culture in behavior would be a very good idea in junior and senior high schools. In fact many schools do it under other names and include it in other courses. One of the things we must do is to teach people to get on with one another, live together peacefully—if they are to succeed. If our standards of living are to come up spiritually as well as materially this work must have a sound basis of culture. A definite program in this line might be included in our elective studies. It might be a little difficult to work out wisely at first, but I feel sure the details could be handled in time.

83. Should we pay teachers according to the advancement of their pupils? How would a bonus work? (Rhode Island.)

This theory of measuring a teacher's work by the results shown in her class work, grading her and paying her accordingly, is being much talked of at present, but there are certain drawbacks which seem to me to prohibit ever putting it into practice on a hundred per cent. basis. First, we have no way of measuring some things in which her pupils must advance. (When it comes to measuring her tact, her knowledge of men; judgment, promptitude, will power and charm examinations are apt to fail.) Correction of attitudes, growth of desirable emotions and knowledge of self are some of these things. Then, too, the work of one teacher is often seed planting and cultivation, which gives forth bloom years later. So much of a teacher's work is intangible.

But acquisition of the tool subjects and a certain amount of problem and appreciation work can be measured, and the results should be counted in our evaluation of the teacher's services. Some places are trying to meet the situation with an extra maximum.

As to a bonus, I should say one of its greatest weaknesses was its temporary basis. Our best teachers grow in power with years and give all they possibly can each year as they become bigger and better. I don't think the bonus idea fits in with this thought which it is so necessary to promote.

84. How much sick leave with pay should teachers have? (Nebraska.)

Two weeks a year, sick leave, with salary, is a very common practice. This is a better plan than one week each term, for it is the lengthy illness that burdens the teacher financially. Some places add to minimum sick leave a day a year according to the length of service in a system and find this plan works well, particularly well with the persistent teacher who works for years keeping her health up in order to be on her job continually, but is sometimes caught by a serious illness. Whenever it is possible there should be special provision for extended salary by recommendation of the superintendent and vote of the school board. I know of places where by special vote teachers have received their salaries for terms of a month to a year and four months when the cause of absence was illness.

Beside the formal rule there should be some elasticity whereby a superintendent can care for salaries of teachers in case of need or long service. The human attitude in teaching should apply to teachers as well as pupils, and this is a good spot to put it in practice.

85. Is it possible to get a good school building when a building committee is entirely outside the school department? (Maine.)

It is difficult to get a building to meet the school activities under such conditions. It may be possible to have your superintendent or some school official sit in with the building committee while plans are being laid. The school people must in some fashion get the needs across to such a committee. They are the only people who really know what the pupils need, and consequently to build without their help or contrary to their suggestions is a grave mistake which the people usually see if you go about it in a friendly, fearless fashion.

Frequently there is a political situation in the spending of large sums of money for public buildings with which it has seemed wisest not to have school men officially associated as they would be voting on a building committee. The local situation, however, is the guide in making such a decision. School people must directly or indirectly determine many of the decisions of the building committee if the schoolhouse is to meet the needs of the pupils and present-day education.

86. How should a school nurse's salary rank with a school teacher's? (Mass.)

It should rank about the same and on a plan of equivalent preparation for equal salary. Our requirements in training, both general and particular, for school nurses have increased considerably in the last few years, and there is a decided tendency to put school nurses on a professional plane with teachers.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Spring in the Air

It is March at last, and there is a feeling of spring about us in the air. We cannot see them, we cannot hear them, but spirits are abroad all over our fair land. Beside every violet rock in the pasture; under the carpet of faded brown on the long hills; in the twigs of the old apple tree, these spirits are waking and stretching their arms and yawning and saying in a spirit-like way:—

"It's time to get up; it's time to get busy again, for spring is nearly here."

What wonderful little spirits they all are, so wise and so lovely and so filled with a longing to do beautiful deeds.

I know of one that is awakening in a little valley at the foot of a great oak tree. I know just where she has slept all during the winter months. She is a real fairy of the spring woods. She is waking now and will soon be as busy as a bee in a field of dandelions. The first thing she will do is to weave herself a fairy gown of bright new cloth of delicate green. Then she will lift up on a slender stem a little modest bonnet out of which will suddenly peep the surprised face of a full grown violet. She is a woodland spirit who takes a violet form just as the man spirit takes the man form and the woman spirit the woman form.

It is a happy thing to know that we are here in a world of spirits all taking different forms, but all striving to bring beauty onto the surface of the earth.

It must be that beauty is a very precious thing in the eyes of God. He must love it around Him, for everywhere we see His creatures trying to lift it up to Him. The violet says: "See the lovely blue of my blossom." The rose says: "Smell the dainty perfume I distill in my crimson cup." The lily says: "See the purity and whiteness of the chalice I lift up to you."

And men and women, each in a particular way, lift up beauty also.

Kind words, and smiles, and gentle deeds, and thoughtful acts and pure hearts. I think all of these are more pleasing in the eyes of God than the color of the violet or the perfume of the rose or the white chalice of the Easter lily.

The Mischief Maker

(From the Dakota Indian.)

Iktomi, the mischief maker, sat before his teepee sad at heart and very hungry. He had set a snare in the deep glade, but no rabbit had sprung it. He had bent his bow against a wild duck, but the arrow had missed its mark. Even the gray squirrel had escaped him and chattered saucily from the top of the old oak tree. Iktomi pulled his old worn-out blanket over his head and rocked slowly from side to side. Suddenly he stopped groaning. "Why did I not think of that before?" he cried as he threw off his blanket. "I shall go to Inyan, the great-grandfather, and pray for food." He was off in an instant across the rolling prairie to the foot of the bluff on which Inyan, in the shape of a great violet-colored rock, squatted silently, with his crude human head lifted towards the golden sunset. There was a soft glow over the strange head of Inyan as though the violet rock had life; as though the rock ears listened; as though the queer rock eyes saw and understood; as though the massive, thick lips were about to speak. It may have been the sunset or the soft evening haze that gave Inyan the look of life, but Iktomi fell upon his face and prayed: "O Inyan, beloved of the Great Spirit, hear the prayer of the hungry one. Great-grandfather, have pity on him who offers prayer to you, for he has no food to sustain him and must perish without your help." Iktomi raised his eyes and saw the light over the head of Inyan deepen to a rich red. "You have heard me, O grandfather," he said, "and I am grateful. See, I take this old blanket from my own shoulders and spread it over yours. May it warm your cold back in the long night when the pinching frost steals down upon you." Iktomi strode away with a smile upon his crafty face. He went straight towards a wooded glen and hardly had he entered it when he came upon the body of a deer but newly slain. "It is the answer of Inyan," cried Iktomi, as he set to work carving off chunks of the choicest meat. It took but a moment to gather firewood and cut pointed stakes. It took longer to bring fire out of two dry sticks that he rubbed together. Meanwhile the night had come and with it a biting wind out of the north. Iktomi shivered. His bare shoulders felt the sting of the frost. "If I only had my blanket," he chattered. "Inyan has sat for countless moons upon the hill," he went on. "He has felt the snow on his shoulders and the rain. He has not shivered when the blizzard has blinded him. What need has he of the blanket that will keep me warm?"

Iktomi stopped rubbing his fire sticks together. "I shall take back the gift," said he. "Old Inyan has no need for it." So saying he ran swiftly back to the great rock. It was dark and sullen now with a scowl upon its brow. A new moon seemed set upon its black head like two golden buffalo horns. "Give me my blanket, old grandfather," growled Iktomi. "I have more need of it than you." As he spoke he jerked the blanket from the shoulders of the rock and whirled it around his own. When he entered the glade again he sang a happy song. There was no thought of Inyan in his soul. He wished only to be warm and to eat sweet venison. But when he came to his pile of sticks he stopped short. The deer was gone. The chunks of choice meat that he had placed on pointed sticks were also gone. By the light of the new moon he saw instead the skeleton of a deer lying before him. The white, bleached ribs seemed like pale long fingers reaching up to him. Iktomi took hold of one and shook it and the whole skeleton rattled with a queer, throaty laughter.

Iktomi shrank back. "The grandfather has stolen my meat," he cried. "What a fool I was not to have eaten it before I took my blanket away from him."

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The Land of the Strangers

(From the Chinese)

Tang was not pleased with the way things were going in his own country. He did not like the way the cherries ripened on the trees, nor the way the melons lay in the fields, nor the way the larks sang their morning songs, nor the way the golden moon rose over the Sun Lun hills. It was but natural, therefore, that he should store some rice in his leathern pack, strap the pack on his back and set forth to find a new and more pleasing country. After many adventures he arrived in the land of the Polite Strangers. He made his way at once to the market-place, for he needed both rice and salt. As he stood waiting his turn he heard the storekeeper in a fierce dispute with a purchaser. "I say you paid me too much for the onions," said the storekeeper, "and I ought to know, for I bought them; a penny is enough." "But, my dear fellow," said the purchaser, "just consider the work of raising, digging, carrying and selling. Surely all this has caused men to sweat and is worth more than a penny.

I insist on paying you two pennies." "I shall be compelled to call the police," said the grocer, "if you do not pay my price." When Tang heard all this he was so amazed that he left the shop and stood watching the crowds as they went by. One man offered a beggar a penny, but the beggar refused it, and, lest it be forced upon him, hobbled rapidly away. Another dropped a dollar on the sidewalk and refused to take it back, though a stranger rescued it from a deep hole that was filled with mud and water. "What a queer place," thought Tang. "I wonder if they are always like this?" Just then two merchants strolled by. They were eagerly arguing with one another. "I tell you," said one, "There was a bushel of bad wheat in the lot I sold you. You must deduct a dollar from the price." "It is not so," said the other. "I found you had given me three bushels more than I bargained for, so I owe you at least two dollars." "It is too bad," said the first merchant, "to become enemies over such a trifle, but I feel I must insist on cutting down your bill." So they argued as they passed on, leaving Tang wondering what kind of a world he had stumbled on. "I must look into this," said Tang. "It is all very strange." So saying, he approached a white-haired man who sat on a soap box. "Friend," said he, "why do those people argue as they do?" "Why?" said the old man, "Why shouldn't they? They are trying to beat each other down." "In what way?" asked Tang. "Are you so simple as not to know," said the old man, "that wealth in this country consists in what you haven't got, and he is the best off who has the least?" Poor Tang held his hand to his head all the way back to his own country. "Beautiful will be the golden melons," he said, "and lovely the song of the lark in my native country, where things, to be sure, are not as they should be, but where people at least have something to squabble over."

The Meaning of the Spring

Today I saw the new spring climbing the long slope of a sunny hill, leaving behind her bright green footprints to mark the way her happy feet had gone. Birds sang about me, friendly new faces of old dandelions greeted me with their cheery smile and a white butterfly wove a zig-zag border on the pale green garments of the bushes beside the road. The world rejoiced because youth had returned again. Old age has its charms, the mellow colors of its autumn fields, the golden fruit, the honey in the hives, the crops ripening under the harvest moon along the valleys of the land, the quiet and the peace of satisfied desire, but in the heart of all abides the eternal longing for the hours of youth, the days when new birds dart questing on bright wings out of distant skies, when every bush becomes the home of song and every rock the cool pillow for a flowery head. Spring is the soul of youth; out of its clasps of green the pointed jewels of the living buds explore the air; the wings of butterflies unfold more beautiful than poets' dreams; the young, the new, the beautiful, the clean, the pure, assemble under balmy skies to take possession of the earth. Thus is the secret of the spring the yearning for eternal youth, where no bud withers and no wing tires, and no song is ever finished and no fruit is ripened to decay; and since this cannot be, at least not here on earth, then the eyes of those who have grown old welcome the new in others as a promise of another spring for them.

There is a still and earnest urge within the heart for life. Once having waked up out of the dust of worlds, man yearns to stay awake. He looks off into the midnight skies and sees the stars wheeling in their vast march, obeying in orderly and beautiful fashion the great laws of life; he knows these stars are dead and that he, alive, has eyes to see them and a mind to understand that they have come forth from another mind as far greater than his own as the sea is greater than the drop of rain. In the splendor of that Master Mind he sees the light he yearns for and the eternal spring. That is the reason why decay and death have no terrors for him who believes in God; that is the reason why the springtime floods his soul with joy, for every returning bird, and every reappearing flower, and every butterfly upon the wing is a proof that God and all His creatures are awake and waiting on the springtide hills beyond the human eyes of men.

True Friendships

(From the Greek)

Damon had fallen into the hands of his bitterest enemy, the great tyrant Dionysius. Of course he expected nothing but death, for it was in that way, in ancient days, that enemies dealt with each other. As he and his good friend Pythias sat in his prison cell he spoke sadly. "It is certain that we all must die once, friend Pythias, and of that I have no complaint, but it is most hard for me to pass into the great realm beyond without one more sight of my dear wife and children." His words filled the heart of Pythias with sorrow and he rose up and left him lest he shed over him unmanly tears. As he walked on the white beach who should he see before him but the great tyrant, himself. Without thinking what he did he ran forward and bowed deeply and said: "Great King, you have condemned my dear friend, Damon, to be put to death. Of that I complain not, but suffer that once more he may see his beloved wife and children." The tyrant laughed. "And what surety have I of his return?" "The surety I, myself, shall give you with my own body," said Pythias. "If he fails to return let the sharp ax strike off my head instead."

The tyrant stroked his dark beard and looked amused. "You trifle with your life, my friend," he said, "but be it as you wish. Go chain up yourself and unchain your friend."

Pythias was used to the open sky and the high hills, where the soul was as free as the eagles' wings and, on that account, the long days of imprisonment dragged slowly by. At last but one remained. At the tyrant's command the captive was brought before him. "Did I not say you trifled with your life?" he said. "There have been storms upon the sea," answered Pythias. "Perchance Damon has suffered shipwreck and even now is battling against time to place these chains about his neck." "Have you such confidence that he will come?" asked Dionysius. "The same confidence that I have that I am here," answered Pythias. "If he comes not," said the tyrant, "your head falls when the sun has set." The hours dragged slowly by. Afternoon came with sultry heat. A great thunder storm swept down from the high hills and a white bolt struck the statue of the king and melted off the head.

"It is strange," said the tyrant. "I tremble lest the eternal gods are angry at the deed I am about to do. Haste you," he cried to a servant, "and restrain the ax lest, in cutting off the head of Pythias, it brings down upon me and kingdom the wrath of Jove."

The evening came and the solemn hour that goes before the setting of the sun. There was fear in the tyrant's heart, and he stood at a high window overlooking the long road that wound away towards the sea. "Is that dust that rises in the distance?" he said, "or but the mist rolling in at the coming of the night?" "It is dust," said a servant. "In it rides a man on a white horse. He rides wildly as though running a great race. The horse falls. He lies still. The man rises up from under him. He races on. He has cast off his tunic and his shoes. It is Damon, and the sun has not yet set." "Bring the two before me," said the king, "and prepare white robes and silver dishes filled with clear water and spread a great feast and see that there is music, and flowers, and sweet singers, for this night we shall make merry with two royal guests upon our right hand. Do you wonder at my commands?" he asked. "Then know that friendship such as we have seen between these two makes kings of common men."

EDUCATION IN ACTION

Lindstol Directs Revere Schools

Carl F. Lindstol has assumed the duties of acting superintendent of schools in Revere, Mass., while Augustine C. Whelan took up the office of acting principal of the senior high school. Lindstol fills the position made vacant by the resignation of William C. McGinnis, who goes to Columbia University after seven years' service, and Whelan is elevated from assistant principal to fill Lindstol's position as head of the high school. They are to serve on trial until December 31 at salaries of $5,000 for Lindstol and $3,700 for Whelan.

Women Should Study After Leaving School

College alumni are not past education, said Miss Ellen F. Pendleton, president of Wellesley College, and president of the American Association of University Women. In fact, a continuance of education for women in their post-graduate days, she said, is the most modern trend in that part of the educational world which concerns women. This "after-college" trend of education was strongly emphasized at the biennial conference of the North Atlantic section of the American Association of University Women which met recently in Boston. Dr. Lois Hayden Meek, educational secretary of the organization, in explaining the situation, said: "Adult education was formerly concerned with those people who did not have a college education. Now it is concerned with those who have."

Messenger Boys Have Own School

From a small school of 250 pupils and one teacher five years ago the so-called Western Union Boys' School in New York has grown to have an enrollment of 1,000 pupils with thirteen instructors—three of whom are high school teachers. A large percentage of these messenger boys has not even completed grammar school, and very few have had any high school education. Their ages range from fourteen to seventeen years. Most of them come from homes to whose support they must begin to contribute as soon as they are out of swaddling clothes. The company takes a long step beyond their school to make their service a desirable intermediate training school for young men of ambition. The boys who apply for jobs as messengers are mostly crude human material, prematurely cut off from the influence of full-time school. They have never worked in an organization before, and they have no rational or definitely fixed ideas about any future career. This is where the teachers and personnel directors step in, according to the company's plan of assisting boys to find future careers. Jobs are found for likely individuals, and many have been placed in positions where they are making good.

Invite World to Exhibit School Art

Principal nations of the world, including the United States, have been invited by the Mexican Secretariat of Public Education to enter paintings by school children to be exhibited this year in the International Exposition of Scholastic Drawing in Mexico City. It is the plan to make the exhibition the most elaborate and complete of its kind ever held in the world. Among the countries asked to participate, in addition to the United States, are Argentina, Russia, Holland, England, Germany, Sweden, Belgium, Italy, Switzerland, Brazil, Cuba, Denmark, Japan, and Ecuador.

Anti-Secrecy Pledge Demanded

Pledges were distributed recently to all pupils in the Manual Training High School, Brooklyn, N. Y., who participated in the nomination of school officers. Each student had to sign a pledge before voting, or competing for office. The pledges were divided into three parts, as follows: "1—I am familiar with the Board of Education by-laws in regard to secret societies in schools. 2—I am not a member of a secret society nor pledged to one, nor do I intend to join one while a member of this high school. 3—I know that to revoke this pledge means the loss of a graduation diploma from this high school." According to Dr. Horace Mann Snyder, principal, between 400 and 500 were to be placed in some official capacity by election or appointment for athletic, social and scholastic activities.

Co-Eds Led Sheltered Life

Co-eds lived a highly sheltered life at the University of Wisconsin in the seventies, according to Mrs. Charles N. Akers, who, as Mary Dwight, was graduated with the class of '74. "The very thought of going alone for a buggy ride with a young man never entered our minds," she related. "A chaperone or a relative always accompanied us. Wholesale excursions to athletic contests, like the present-day jaunts to college football games, in which hundreds of students take part, were beyond the imagination of the co-eds of those days. "We had no training in hollering," she remarked. "Our chief interest outside of school was in class meetings and parties at the home of the university president. The majority of women students married university men. It seemed the natural thing, since we became close friends through our frequent association at parties and social gatherings."

Vocational Schools Opened in Tokio

In the last year the City of Tokio opened sixty-one vocational evening schools in elementary school buildings and has given various courses in commercial, technical and domestic subjects. To provide for the further development of vocational education the city recently decided to establish a vocational day school this year at a cost of approximately 30,000 yen (about $14,100). The school will provide regular three-year courses in architecture and civil engineering, open to elementary school graduates, and six-months courses in motor-car driving, mechanics, repairs and painting.

Wins Plea For Radio Music School

A demonstration whereby he hopes to win co-operation and support in a plan to teach music to the children of this country, his dream for years, will be made in three different radio broadcasts by Walter Damrosch, former conductor of the New York Symphony Orchestra. "My first experimental program will be for the benefit of supervisors of music, teachers and parents, to acquaint them with my plans," he said. The first sample program will be divided into a part for the grammar school children, including the Allegretto from Beethoven's Eighth Symphony; Pierne's "Entrance of the little Fauns" and the Scherzo of Glazounoff's Symphony. The second part, which will be explained by Mr. Damrosch for the high school students, will include Mendelssohn's "Midsummer Night's Dream" overture and the Andante from Beethoven's Fifth Symphony.

Mexican Schools Listed by Agent

According to J. M. Bejarano, representing the Mexican Department of Education in the United States, Mexico had at the close of 1927 15,479 schools, private and public, including kindergartens, rural, primary, secondary, preparatory and normal schools, colleges, professional, fine arts, technical, commercial, industrial and other schools. The majority of these, Senor Bejarano says, are supported by public funds and conducted by the Federal, State or Municipal Governments. The total school population is more than 1,200,000 with nearly 35,000 teachers. There are 10,136 rural schools, 4,467 primary schools, 378 kindergarten, 67 preparatory schools, 65 normal schools for teachers, 57 professional colleges, 22 fine arts schools and 298 technical, industrial and commercial schools.

Need for Prayer As Trouble Looms

When trouble looms, people are usually more in sympathy with prayer than at any other time. Apparently this is true of school children as well as of their elders. At least one young woman who teaches in the Punchard High School at Andover, Mass., found an indication of it. It is customary to open the class each morning with a passage from the Bible and the Lord's Prayer. During the recent examination week no regular classes were held and the teachers were told that the usual opening exercises might be omitted. When the final bell sounded one morning the teacher closed the door and took her seat and immediately the classroom became very quiet. The children expected the Bible reading and the prayer. "We are going to omit our prayer this morning," the teacher said. There was a silence during which every eye in the room was focused on the teacher. Then one of the girls raised her hand and, having been told that she might speak, said: "Please, teacher, we have our first examination this morning, and I think we need to pray more now than we have needed to all year." And the teacher opened the session with prayer.

Zulus Interested In Education

Two forked sticks supporting a log and one or two planks serving as a blackboard often comprise the total physical attributes of a school in the bush of Portuguese East Africa. But this meagre equipment, where no government provision for education exists, is more than offset by the desire of the natives to learn how to read, says Harwood B. Catlin, just returned to Boston after seven years of educational work in Africa for the American Board of Foreign Missions. "In the majority of cases the teacher in these decidedly open-air classrooms is a native who has studied in the night schools of Natal, a section where native education is recognized by the British Government, and where many of the natives from Portuguese East Africa go to work in the gold mines. "These gold mine night schools are unusual enough in themselves," Mr. Catlin continued. "The natives there are forced to lead a most Spartan existence. They live in huge barracks to which there is but a single, closely guarded door, and in which practically every available inch is taken up with the bunks on which they sleep." Mr. Catlin made it plain, however, that this is the underside of education among the Zulus, and that the educational advance in Natal, where he has spent the majority of his time—a territory roughly the size of New England, in which there are approximately 1,500,000 natives—is not to be measured by these almost negative indications. He told of the native high and normal schools, where practically all the teaching is done by the Zulus themselves, and where English is spoken almost exclusively. There is also a native college, he said, where there are professors learned enough to have their opinion valued by a far distant English press. Mr. Catlin painted an attractive picture of actual little, red-brick schoolhouses upon which one comes unexpectedly in the bush of Natal, where an allowance for the erection of these schools is made by agreement that a part of whatever rents are paid in that particular section will be set aside for building.

No Hot Dogs Cafe Business Drops

Milk shakes and hot dogs threaten to close Franklin, Pa., high school's cafe. Demand for these "luxuries" instead of substantial lunches offered at cost to students has put the cafe "on the rocks." The school board refused Mrs. Adams, cafeteria matron, a subsidy of $20 a month which she asked because patronage has decreased nearly fifty per cent.

Schools Get Third of Income

American cities are now spending more than a third of their total expenditures on public schools, the Department of Commerce has announced. The aggregate outlay for these schools in the 250 cities of the country having more than 30,000 population was $607,059,853 in 1925, or thirty-seven per cent. of the total city payments and $14.51 per capita. Cities having more than 30,000 population in 1916 were estimated to have spent but $6.30 per capita on schools. The 250 cities in 1926 had a debt of $982,000,000 incurred in previous years for permanent school improvements, while the similar debt of such cities in 1916 was but $385,000,000. The 250 cities in 1926 had investments in school buildings, grounds and equipment of $2,112,000,000, while the cities of 1916 had only $750,074,000 so invested.

Kiss Quarantines Sorority After Freshman Invitation

Sixty members of the Clionian sorority at the State Normal School, Cortland, N. Y., were recently placed under quarantine by health authorities to prevent an outbreak of scarlet fever. Two members of the sorority were ill at their homes with scarlet fever, according to physicians. One went home ill early in the week, but the other attended the initiation of the freshman class at the sorority house. During the initiation she is reported to have kissed every member of the sorority all of whom were placed under quarantine when it was found next day that she was ill with scarlet fever.

Jazz and Theatre Crowd Out Debating

Students would rather dance or go to theatres than listen to their team debate, said Principal Henry P. Miller of the Atlantic City, N. J., High School, in explaining why there would be no debating team or contest this year. The school declined to finance debating contests with other schools last year because they had long been a losing proposition. Several students interested in debating took the matter to the Board of Education and the board agreed to underwrite the contests. These students having graduated, debating has fallen by the wayside.

Waste Much School Time

Elementary school children in this country waste from one to three hours daily in their classrooms, time that would be better spent at play, according to V. M. Hillyer, headmaster of the Calvert School, Baltimore, Md. By acquiring the habit of concentrating, he said, the average child can learn his lessons in from one-half to two-thirds the time he usually gives them.

High School Bands Study Radio Programs

High school bands that plan to participate in the national contest for the best organization of this kind to be held at Joliet, Ill., in May are taking advantage of the programs being radiated by Bachman's Band over WLS according to an official of that station. To date more than sixty-seven bands, representing 2,400 boys and girls in high schools throughout the United States, have reported that they are studying these programs in preparation for the contest sponsored by the National

Bureau for the Advancement of Music. The band is playing the numbers that will be used in the competition, and several of the high school organizations, according to the report, sit in formation and follow their parts as the selections are played.

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TREND OF THE TIMES

CROWN JEWELS of the Turkish empire, which reposed in a succession of hiding places in the restive days after the World War and emerged finally into the hands of the republic, are still intact and genuine. The present Turkish government called in a Swiss expert to estimate the value of the late Sultan's treasures. Behind a solid bronze door, so heavy that it took eight men to open it, Dr. George F. Kunz, expert mineralogist, found the jewels. He failed in his mission, because the riches—the amount of which has assumed mythological proportions—were uncountable.

VACCINATION may now be obtained without a permanent scar. Experiments conducted at the University of Washington show that vaccines administered as a drink were seventy-nine per cent. effective, compared with eighty per cent. for vaccine administered with a needle piercing the skin. Similar experiments have been under way in France and Germany for several years.

UNIVERSAL MANHOOD suffrage was introduced in Japan for the first time in the recent general election when thousands of laborers and rickshaw pullers cast their votes the same as the proud descendants of the ancient Samurai. All male citizens, twenty-five years of age, who could read and write and could fulfill residence qualifications were privileged to take part in the polling. Formerly the privilege of voting was limited to taxpayers. Approximately 9,000,000 voters were added to the electorate, making a total of about 12,000,000.

OLD AGE Contributory Pensions act, one of the greatest pieces of social legislation ever enacted in England, became effective January 2, 1928. Inside of a week 1,250,000 old people began to receive its benefit. No fewer than 450,000 people between the ages of sixty-five and seventy were entitled to draw an old-age pension of ten shillings weekly, irrespective of any income they may receive from other sources.

GUESSING is the great pastime of the American nation, according to the New England Homestead. "We 'guess' on small things and we 'guess' on large affairs and probably fifty per cent. would be a high average of the times we guess correctly. The American merchant 'guesses' that his customers want colored oil cloth and orders that. The farmer 'guesses' that he needs so much seed for a certain field. Perhaps there is no greater waste in guessing than in the realm of cookery. The woman 'guesses' she needs four yards for John's shirts, when three and a half is ample."

RESTAURANT SERVICE is to start next season on the airplane of the Swedish air line from Melmo to Amsterdam. The Olympic games are to be held in Amsterdam this year, and a great increase in air travel is expected. London newspapers are read in Stockholm at 8.30 a. m. of the day after their publication. Air travel is shrinking the size of Europe.

BRINGING CONVERTS into the church is a harder job today than it ever was before, declares the Rev. John A. Marquis, former moderator of the Presbyterian Church in America. "A multiplicity of external things—the radio, automobile and other mechanical inventions—hinder our work. But we must remember that the business of saving souls devolves largely upon the pastor. The best place for us to begin a revival is among us preachers," he said.

BRICKLAYERS get more pay today than trained scientific workers. Have we a right, under these circumstances, to say that we live in "an age of science"? Not if this means that there is any general appreciation of the spirit and aims of scientific research. A better name for it, says Henry Flury, of the Eastern High School, Washington, D. C., would be "the age of button-pushers"—by which he means an age where the rank and file accept the results brought about by science, without asking why or caring in what way these are accomplished.

CHIMPANZEES, trained and intelligent, running errands for their masters, carrying baggage in the railway stations, serving as watchmen in city buildings or plowing in the farmers' fields, sweeping the floors or washing the windows in homes, are among the biological "might-have beens" suggested by Dr. W. Reid Blair, head of the New York Zoological Park and student of animal intelligence. "If primitive man had happened," he remarked, "to select chimpanzees for domestication instead of dogs; if these clever and affectionate apes had enjoyed the long centuries of human companionship which has been the lot of the dog, it is impossible to say how greatly their intelligence might have developed."

The BOOK TABLE

A CHILD'S BOOK OF SONGS. By Robert Foresman. Cloth. Illustrated. 98 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Everybody who knows the song book world knows that Robert Foresman has a highly important collection of songs for children and youth, and he has been classifying them for various ages of pupils and for use on all occasions. The Journal of Education had an article by Mr. Foresman in the issue of January 23 which revealed his mastery of the classification of songs. He has a philosophy of song material which he has been magnifying for several years, and the "Books of Songs" of which this is the first book, are the ripened product of this experience.

The songs appeal to children musically and the setting in the book adds the charm of illustrations. There are songs from Norway and Sweden, from Russia and Germany, from England and France, from Italy and Hungary, from Bohemia and Poland, Danish, Finnish and Dutch, with Plantation Melodies.

There are seventy-two songs. For Hallowe'en 3, Thanksgiving 6, Christmas 7, Valentine's Day 6, Arbor Day 9, Easter 6. There are Game Songs, Marching Songs, Dancing Songs, Story Songs, Guidance Songs, and for Children at Play, 8.

There are songs about birds and beasts, the circus and the zoo.

In every respect "A Child's Book of Songs" fascinates children who inherit the tradition of all lands and races, and for all occasions. The songs have been chosen for their power to develop musical feeling, and to awaken in the child a real love of singing; their simplicity, genuine musical quality, and appeal to the spirit of childhood.

LIVING ENGLISH FOR JUNIOR HIGH SCHOOLS. Book One, 328 pages. Book Two, 405 pages. Cloth. By Howard R. Driggs, School of Education, New York University. Lincoln, Chicago, Dallas, New York: The University Publishing Company.

Howard R. Driggs early demonstrated rare genius for promoting the creation of ways and means of meeting the child on his own ground in the improvement of his English by developing vital interest individually and socially from grade to grade so that the school really helps him to have thoughts of his own and skill to express his thoughts in his own way, and have his own way a good way to express those thoughts.

"Living English" is not only a catchy characterization of the author's purpose in creating a new language series of school tests, but it clearly and convincingly describes the skill of these books in having all children use their own language correctly without killing the personality of the child's language.

A manikin is more correctly proportioned than a growing child, but its correctness as a model does not make it alive. A growing child is never proportioned the same way in any two successive years, so a child's language can never be a living English "if it is the teacher's English in school and out all the time." Mr. Driggs has the child appreciate the value of idioms that give individuality and vivacity to his expression. He does not consider it a crime for a live boy to speak as vigorously as he thinks and as he feels when he is very much alive.

One of the best features of these books is the fact that they have a tendency to keep the teacher's English alive as well as grammatically correct.

TEACHING AND PRACTICE EXERCISES IN ARITHMETIC. By G. T. Buswell and Lenore John, University of Chicago. Four Tablets, Grades III, IV, V, VI. Chicago: Wheeler Publishing Company.

The slogan for these tablets for Grades III, IV, V, and VI is "Correct Practice Makes Perfect." Each tablet and its special exercises have directions as to the method of work which the pupil should use in getting the right answer in the right way, in reasonable time. The examples introduce each process gradually, one at a time, in the exact order desired in the teaching. The amount of practice is graded in proportion to the difficulties of each exercise.

COTTON MILL MATHEMATICS. By Thomas H. Quigley, Georgia School of Technology, Atlanta, and W. S. Smith, overseer of weaving, Pacolet Mill, New Holland, Georgia. Cloth. 322 pages. Atlanta: Smith, Hammond and Company.

This is as near an epoch-making schoolbook as any we have seen in recent times. We shall be surprised if it does not modify schoolbook making in an important manner. True this book is intended for classes in cotton mill communities, for night schools, part-time schools and day classes of cotton mill neighborhoods and plants. It is intended for young people of working age and adults already familiar in a general way with cotton mills, but who have little or no training in mathematics, but it is suggestive of the use that can be made of examples and problems from various industries.

There are 2,000 examples and problems, every one of which produces information about the cotton mill activities, about spindles, frames, looms, weaves, laps, cops, heddles, heddle eyes, bales, drills, warps, warp-ends, bobbins, strapping, yarn, ply yarn, twists, dents, reeds, waste, firsts, seconds, shorts, sizing, slashing, sateens and other terms in common use in a cotton mill.

There are eighteen states with cotton mills, with a total of 36,260,000 cotton spindles, and the two thousand examples and problems are using terms that should belong to the vocabulary of the children of the textile mill communities of the eighteen states of the Union.

The information resulting from performing examples and solving problems is a real attainment.

Every great American industry, every occupation, trade and profession should have examples and problems that introduce intelligently words, phrases and facts that are significant.

We know personally the Pacolet Mills at Spartanburg, South Carolina, and New Holland, Georgia, and we know of no better rounded education anywhere than in those schools.

Books Received

"English Fundamentals." By Baker and Goddard.—"Horace Mann Supplementary Arithmetic." Book II. By Milo B. Hillegas, Mary G. Peabody, Ida M. Baker. Philadelphia: J. B. Lippincott Company.

"Buswell-John Teaching and Practice Exercises in Arithmetic." Grades 3, 4, 5 and 6. By G. T. Buswell and Lenore John. Chicago: Wheeler Publishing Company.

"The Courtesy Book." By Nancy Dunlea.—"Fifty Number Games." By A. E. Sample.—"Some Little Plays and How to Act Them." By Mary E. Whitney.—"Acting Plays for Boys and Girls." By Patten Beard.—"School Marches and Rhythms." By Edna Everett. Chicago: Beckley Cardy Company.

"Greyhound Fanny." By Martha Morley Stewart. H. De F. Stewart.

"Educational Measurements." By Norman Fenton and A. Worcester.—"When Grandfather Was a Boy." By Carolyn S. Bailey.—"The Sunshine School." By J. Mace Andress and Mabel C. Bragg.—"Glanes de France." By Louise Charvet.—"Mathematics for Agriculture and Elementary Science." Boston: Ginn and Company.

"Self-Proving Business Arithmetic." By Thomas D. Goff.—"Which College?" By Rita S. Hale.—"Grammar and Punctuation." By Henry Seidel Canby and John Baker Opdycke.—"A Syllabus on Vocational Guidance." By Verl A. Teeter.—"Song Treasury." By Harriet Garton Cartwright. New York: The Macmillan Company.

"The Open Door Language Series." First, Second and Third Books. By Zenos E. Scott, Ralph T. Congdon, Harriet E. Peet, Laura Frazee.—"Ability Standards." By Percival M. Symonds. Bureau of Publications, Columbia University.

"Every Man's Library." — "The Admirable Crichton." By W. Harrison Ainsworth.—"The Life of Jesus." By Ernest Renan.—"The Brothers Karamazov." By Theodor Dostoevsky. "The Life and Letters of John Keats." By Lord Houghton. New York: E. P. Dutton and Sons.

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GRINS BETWEEN GRINDS

Too Much Territory

"So many men marry for money," she said. "You wouldn't marry me for money, would you, Harry?"

"No," said Harry, absently. "I wouldn't marry you for all the money in the world."

Developing a Long Reach

"What will become of a child who constantly clings to his mother's skirts?"

"He may become a trapeze artist."—Pathfinder.

Bad Ending

There had been a train wreck, and one of two authors felt himself slipping from this life. "Goodby, Tom," he groaned to his friend. "I'm done for." "Don't say that, old man!" sputtered the friend. "For goodness sake don't end your last sentence with a preposition."—Vancouver Province.

That Explains It

First Stenog. — "I can read the boss' handwriting today. That's funny. I never could before."

Second Stenog. — "He broke his arm while cranking his car yesterday and he's learning to write with his left hand."

Best Thing

"I tore up the sonnet I wrote last week."

"Tore it up? Why, that was the best thing you ever did."

Phiz-ical Work

"You say your sister makes up jokes; then she's a humorist?"

"No; she works in a beauty parlor."

The Future of Love

A school teacher said to a pretty pupil the other day:—

"What is the future of 'I love'?"

The girl pupil laughed gaily.

"I divorce," she said.

Different Destinations

A group of workmen were discussing the origin of man. One of the party remained silent, when a companion turned to him and demanded his opinion.

"I ain't goin' to say," he replied doggedly. "I remember as 'ow Henry Green and me threshed that out once before, and it's settled as far as I am concerned."

"But what conclusion did you come to?"

The other swallowed a couple of mouthfuls and leaned back with a sigh of content.

"Well," he said slowly, "we didn't arrive at the same conclusion, no, we didn't. Henry, he arrived at the 'orspital an' me at the police station."—Answers, London.

Going Too Far

Professor (to frosh)—"Mr. Holstein, spell banana."

". . . darn it, professor, I know how to spell it, but I don't know when to stop."

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JOURNAL MAIL BAG

Charles H. Levermore

Editor, Journal of Education:—

The recent sudden death of Dr. Charles H. Levermore at Berkeley, California, brings deep sorrow and loss to many in Boston and New England, as in New York and elsewhere. For the last thirty years his home has been for the most part of the time in New York. But he was a native and pronounced New Englander; and at two periods his home and work were in Boston,—when he was professor of history at the Institute of Technology, from 1888 to 1893, and when he was associated with the World Peace Foundation from 1913 to 1917.

He was a Connecticut boy, born in Mansfield in 1856, the son of a clergyman, and graduated from Yale College, whose loyal and loving son he always was. His wife was a New Haven girl. His first teaching was as principal for five years of the Guilford high school. From this work he went to study history at Johns Hopkins University, where Woodrow Wilson was one of his fellow students, the two always remaining warm friends. Then he went to become professor of history in the University of California at Berkeley, coming from there to the Massachusetts Institute of Technology. His five years here were followed by twenty years at Adelphi College in Brooklyn, of which he was long the president.

He came to the World Peace Foundation in 1913, and was there for four years, in charge of the Foundation's department for work in colleges and universities.

His peace work in New York was notable. He was not only the executive officer of the New York Peace Society, editing its publications and in connection writing valuable pamphlets, but presently became the editor of an important magazine devoted to promoting American interest in the World Court and the League of Nations.

For several years after the establishment of the League of Nations Levermore prepared and published annually a complete survey of the work of the League for the current year; and there was no other periodical survey of that work in the English language so thorough, so critical and so useful. When he laid down the work it was assumed by Denys P. Myers of the World Peace Foundation, who has carried it on with equal devotion and thoroughness and better facilities.

Dr. Levermore was one of the best men I have ever known, and one of the most interesting. His standards were so high and his insight so keen, that every man who won his friendship must feel surer of himself. He was one of the best scholars I ever knew, and that in many fields. His memory was iron. His knowledge of history and politics was broad and exact. There was a certain granitic quality in everything about him, even in his humor. He was the Puritan enlightened, rationalized and up-to-date. His study of the historic stages in the development of the Monroe Doctrine is the best that has been made. He was a passionate lover of music, prominent in the Yale Glee Club in his time, and always a singer and pianist. His song books for schools and colleges are among the best published.

Dr. Levermore did not wear his heart on his sleeve. Many people would have said he was not a "good mixer." His dignity, even in his most hilarious intercourse with intimates, never deserted him. But with his intimates he was indeed one of the most companionable and most hilarious of men. He enjoyed hilarity as few enjoy it. He loved to laugh. His fund of stories was exhaustless. His irony was unbounded, hammer and stiletto at once; and he had abundant field for its exercise in the politics of the last ten years.

But these are not the things for which we chiefly remember him now. We remember him because he was true to the vocation of the scholar, and to the real vocation of man. He loved magnanimity and hated meanness, especially the meanness of the man who "boasts himself to be somebody." He hated ignorance parading as guardianship. He hated scoundrels parading as patriots. He loved nobility, he loved his country, and he loved mankind; and he knew that his country is true to itself, to its great history and high traditions, only when it serves mankind.

Edwin D. Mead.

Boston.

Silent Reading

Editor, Journal of Education:—

There are a number of ways of conducting a lesson in silent reading. If you have not used the methods suggested below I should like to have you do so. After you have given them a good trial I should like to have your candid judgment on the results.

FIRST METHOD.

Assign the lesson carefully and make it attractive by referring to at least one feature which has a strong appeal to you. Call the attention of the pupils to the fact that they will meet a few new words. Stimulate their ambition to master both the definition and the pronunciation. At the time of the recitation call attention to a few of the difficult words which you have selected and placed on the blackboard. Do not give the bright pupils the first opportunity to interpret these words.

This word drill should not last more than two minutes.

Begin the silent reading lesson by asking a thoughtful question on the first paragraph, or the first several paragraphs. The pupils will seek silently the answer. At the proper time call on Mary, Jane, or Henry, if necessary, for the answer. The answer will be incorporated with the question in a good English sentence. If those called upon do not satisfactorily answer the question, request the class to re-read, or, to save time, give the class your answer. This will set them a standard in good English and in thoughtful answers.

When the lesson has been covered ask a thoughtful inclusive question on the first part of the lesson. Call on some member of the class for the answer. Follow this by a question on the second part, etc., until the main divisions of the lesson are thoroughly understood.

To conduct a lesson on this plan requires careful preparation on your part. You must analyze the lesson and formulate the major questions. You will become enthusiastic and will be a real, live inspired teacher when you meet your class, because you are tremendously eager to know the reactions of the class to your questions.

SECOND METHOD.

This method differs from the first in one particular only. The pupils will study the first paragraph or the first several paragraphs. Then you will place the question which the pupils will answer in a manner similar to that of the first plan. This is the more difficult procedure, because the pupils must analyze the reading without a leading question. To read silently by this method is a more worthy acquirement than by the first method. If the pupils can read by this method their applied reading in history, geography, etc., will be more satisfactory, because of their ability to analyze without a leading question.

It is obvious that these two methods enable you to stimulate every pupil to answer silently every question which you ask. It will also enable each pupil to compare his answer with the accepted answer. This will increase the quality of his reading.

A reading lesson should have for its fundamental objectives understanding and thinking. For this reason the books will be open and accessible to the pupils for the answers to the questions.

Allen S. Martin.

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